



General Assembly

Substitute Bill No. 953

January Session, 2017

* SB00953ED 032717 *

**AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE TASK
FORCE ON PROFESSIONAL DEVELOPMENT AND IN-SERVICE
TRAINING REQUIREMENTS FOR EDUCATORS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-148a of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2017*):

3 (a) For the school year commencing July 1, 2013, and each school
4 year thereafter, each certified employee shall participate in a program
5 of professional development. Each local and regional board of
6 education shall make available, annually, at no cost to its certified
7 employees, a program of professional development that is not fewer
8 than eighteen hours in length, of which a preponderance is in a small
9 group or individual instructional setting. Such program of professional
10 development shall (1) be a comprehensive, sustained and intensive
11 approach to improving teacher and administrator effectiveness in
12 increasing student knowledge achievement, (2) focus on refining and
13 improving various effective teaching methods that are shared between
14 and among educators, (3) foster collective responsibility for improved
15 student performance, and (4) be comprised of professional learning
16 that (A) is aligned with rigorous state student academic achievement
17 standards, (B) is conducted among educators at the school and
18 facilitated by principals, coaches, mentors, distinguished educators, as
19 described in section 10-145s, or other appropriate teachers, (C) occurs

20 frequently on an individual basis or among groups of teachers in a job-
21 embedded process of continuous improvement, and (D) includes a
22 repository of best practices for teaching methods developed by
23 educators within each school that is continuously available to such
24 educators for comment and updating. Each program of professional
25 development shall include professional development activities in
26 accordance with the provisions of subsection (b) of this section.

27 (b) Local and regional boards of education shall offer professional
28 development activities to certified employees as part of the plan
29 developed pursuant to subsection (b) of section 10-220a or for any
30 individual certified employee. Such professional development
31 activities may be made available by a board of education directly,
32 through a regional educational service center or cooperative
33 arrangement with another board of education or through
34 arrangements with any professional development provider approved
35 by the Commissioner of Education and shall be consistent with any
36 goals identified by the certified employees and the local or regional
37 board of education. [Such professional development activities shall (1)
38 improve the integration of reading instruction, literacy and numeracy
39 enhancement, and cultural awareness into instructional practice, (2)
40 include strategies to improve English language learner instruction into
41 instructional practice, (3) be determined by each board of education
42 with the advice and assistance of the teachers employed by such
43 board, including representatives of the exclusive bargaining unit for
44 such teachers pursuant to section 10-153b, and on and after July 1,
45 2012, in full consideration of priorities and needs related to student
46 outcomes as determined by the State Board of Education, (4) use the
47 results and findings of teacher and administrator performance
48 evaluations, conducted pursuant to section 10-151b, to improve teacher
49 and administrator practice and provide professional growth, and (5)
50 include training in the implementation of student individualized
51 education programs and the communication of individualized
52 education program procedures to parents or guardians of students
53 who require special education and related services for certified

54 employees with an endorsement in special education who hold a
55 position requiring such an endorsement. Professional development
56 completed by superintendents of schools and administrators, as
57 defined in section 10-144e, shall include at least fifteen hours of
58 training in the evaluation and support of teachers under the teacher
59 and administrator evaluation and support program, adopted pursuant
60 to subsection (b) of section 10-151b, during each five-year period. The
61 time and location for the provision of such activities shall be in
62 accordance with either an agreement between the board of education
63 and the exclusive bargaining unit pursuant to section 10-153b or, in the
64 absence of such agreement or to the extent such agreement does not
65 provide for the time and location of all such activities, in accordance
66 with a determination by the board of education.]

67 [(c) Each local and regional board of education or supervisory agent
68 of a nonpublic school approved by the State Board of Education shall
69 attest to the Department of Education, in such form and at such time as
70 the commissioner shall prescribe, that professional development
71 activities under this section: (1) Are planned in response to identified
72 needs, (2) are provided by qualified instructional personnel, as
73 appropriate, (3) have the requirements for participation in the activity
74 shared with participants before the commencement of the activity, (4)
75 are evaluated in terms of its effectiveness and its contribution to the
76 attainment of school or district-wide goals, and (5) are documented in
77 accordance with procedures established by the State Board of
78 Education. In the event that the Department of Education notifies the
79 local or regional board of education that the provisions of this
80 subsection have not been met and that specific corrective action is
81 necessary, the local or regional board of education shall take such
82 corrective action immediately.

83 (d) The Department of Education shall conduct audits of the
84 professional development programs provided by local and regional
85 boards of education. If the State Board of Education determines, based
86 on such audit, that a local or regional board of education is not in

87 compliance with any provision of this section, the State Board of
88 Education may require the local or regional board of education to
89 forfeit the total sum which is paid to such board of education from the
90 State Treasury in an amount determined by the State Board of
91 Education. The amount so forfeited shall be withheld from a grant
92 payment, as determined by the Commissioner of Education, during
93 the fiscal year following the fiscal year in which noncompliance is
94 determined. The State Board of Education may waive such forfeiture if
95 the State Board of Education determines that the failure of the local or
96 regional board of education to comply with the provisions of this
97 section was due to circumstances beyond its control.]

98 Sec. 2. Subsection (a) of section 10-220a of the general statutes is
99 repealed and the following is substituted in lieu thereof (*Effective July*
100 *1, 2017*):

101 (a) Each local or regional board of education shall provide an in-
102 service training program for its teachers, administrators and pupil
103 personnel who hold the initial educator, provisional educator or
104 professional educator certificate. Such program shall provide such
105 teachers, administrators and pupil personnel with information on (1)
106 the nature and the relationship of drugs, as defined in subdivision (17)
107 of section 21a-240, and alcohol to health and personality development,
108 and procedures for discouraging their abuse, (2) health and mental
109 health risk reduction education that includes, but need not be limited
110 to, the prevention of risk-taking behavior by children and the
111 relationship of such behavior to substance abuse, pregnancy, sexually
112 transmitted diseases, including HIV-infection and AIDS, as defined in
113 section 19a-581, violence, teen dating violence, domestic violence, child
114 abuse, [and youth suicide, (3) the growth and development of
115 exceptional children, including handicapped and gifted and talented
116 children and children who may require special education, including,
117 but not limited to, children with attention-deficit hyperactivity
118 disorder or learning disabilities, and methods for identifying, planning
119 for and working effectively with special needs children in a regular

120 classroom, including, but not limited to, implementation of student
121 individualized education programs, (4)] (3) school violence prevention,
122 conflict resolution, the prevention of and response to youth suicide
123 and the identification and prevention of and response to bullying, as
124 defined in subsection (a) of section 10-222d, except that those boards of
125 education that implement any evidence-based model approach that is
126 approved by the Department of Education and is consistent with
127 subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-
128 222h, subsection (g) of section 10-233c and sections 1 and 3 of public
129 act 08-160, shall not be required to provide in-service training on the
130 identification and prevention of and response to bullying, [(5)] (4)
131 cardiopulmonary resuscitation and other emergency life saving
132 procedures, [(6) computer and other information technology as
133 applied to student learning and classroom instruction,
134 communications and data management, (7) the teaching of the
135 language arts, reading and reading readiness for teachers in grades
136 kindergarten to three, inclusive, (8) second language acquisition in
137 districts required to provide a program of bilingual education
138 pursuant to section 10-17f, (9)] (5) the requirements and obligations of
139 a mandated reporter, [, (10) the teacher evaluation and support
140 program adopted pursuant to subsection (b) of section 10-151b, (11)]
141 and (6) the detection and recognition of, and evidence-based
142 structured literacy interventions for, students with dyslexia, as defined
143 in section 10-3d, [, and (12) cultural competency consistent with the
144 training in cultural competency described in subsection (i) of section
145 10-145a.] Each local and regional board of education may allow any
146 paraprofessional or noncertified employee to participate, on a
147 voluntary basis, in any in-service training program provided pursuant
148 to this section. [The State Board of Education, within available
149 appropriations and utilizing available materials, shall assist and
150 encourage local and regional boards of education to include: (A)
151 Holocaust and genocide education and awareness; (B) the historical
152 events surrounding the Great Famine in Ireland; (C) African-American
153 history; (D) Puerto Rican history; (E) Native American history; (F)
154 personal financial management; (G) domestic violence and teen dating

155 violence; (H) mental health first aid training; (I) trauma-informed
 156 practices for the school setting to enable teachers, administrators and
 157 pupil personnel to more adequately respond to students with mental,
 158 emotional or behavioral health needs; (J) second language acquisition,
 159 including, but not limited to, language development and culturally
 160 responsive pedagogy; and (K) topics approved by the state board upon
 161 the request of local or regional boards of education as part of in-service
 162 training programs pursuant to this subsection.]

163 Sec. 3. (NEW) (*Effective July 1, 2017*) The State Board of Education,
 164 within available appropriations and utilizing available materials, shall
 165 make the following subject matter available to local and regional
 166 boards of education: (1) Holocaust and genocide education and
 167 awareness; (2) the historical events surrounding the Great Famine in
 168 Ireland; (3) African-American history; (4) Puerto Rican history; (5)
 169 Native American history; (6) personal financial management; (7)
 170 domestic violence and teen dating violence; (8) mental health first aid
 171 training; (9) trauma-informed practices for the school setting to enable
 172 teachers, administrators and pupil personnel to more adequately
 173 respond to students with mental, emotional or behavioral health
 174 needs; (10) second language acquisition, including, but not limited to,
 175 language development and culturally responsive pedagogy; and (11)
 176 topics approved by the state board upon the request of local or
 177 regional boards of education as part of in-service training programs
 178 pursuant to this subsection. A local or regional board of education may
 179 include any of the items described in subdivisions (1) to (11), inclusive,
 180 of this section in the in-service training program provided by such
 181 board, pursuant to section 10-220a of the general statutes, as amended
 182 by this act.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2017</i>	10-148a
Sec. 2	<i>July 1, 2017</i>	10-220a(a)
Sec. 3	<i>July 1, 2017</i>	New section

ED *Joint Favorable Subst.*